

Name	Krista Oberlindacher Lloyd
School	Bishop Kelly High School
Course	English 10
Lesson	Burial of Eteocles in “Antigone” by Sophocles

**Sample Humanities Lesson Plan  
Visual and Performing Arts**

**STANDARD ONE:** Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

**Target Area:**

Cultural Context

Demonstrate understanding of Greek cultural beliefs

Historical Context

Interrelationship of Arts

Music, Theater, Art

Cross Cultural Relationship

**Content Knowledge:**

Students should have read the play and have knowledge of events leading up to this scene.

Understand cultural burial rites and rituals, recognize the importance of this sacred act and demonstrate knowledge through song, music, poetry, art or acting.

**Explain the objective(s) of this lesson:**

To understand cultural burial beliefs and be able to mimic or create meaningful interpretation of that.

To be able to develop and use proper vocabulary to assess theater, art, and music performances.

<b>Describe the activity that will help students fulfill the lesson objective(s):</b>
In groups, students will discuss the significance of the scene and the way it demonstrates the cultural beliefs of the time the play was written. They will pick a way to showcase their understanding through a dance, a reenactment, a song, a poem, or in art form. They will then present it to the class.

<b>Suggested Materials</b>
Copy of the play “Antigone” by Sophocles Other art, props or musical instruments needed for group “performances”
Student/teacher preparation required
All must have a good knowledge of the play and traditions surrounding Greeks’ cultural beliefs.
Length of lesson
Several 45 minute class sessions
Assessment used to measure objective(s)
Every student will contribute to the class discussions and engage in “3 stars and 1 wish” for demonstrations. Then they’ll write a short reaction for their portfolios.
Students will be able to use correct vocabulary for critiquing art, music, and theater.
Ideas for coordinating with other subject areas
We could work with art classes to demonstrate typical Greek art and what connections they can make to characters in literature and their Gods.
We could work with a theology teacher to discuss similarities/differences between religions.
We could work with history teachers to discuss government, economics, etc of Greek cultures.

Name	Krista Oberlindacher Lloyd
School	Bishop Kelly High School
Course	English 10
Lesson	Art Assessment in “Antigone”

### Sample Humanities Lesson Plan Visual and Performing Arts

**STANDARD TWO:** Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

#### Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)  
How is the art connected to the events of the time period (450 BC)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary) Express personal preference for arts using arts vocabulary.  
Demonstrate meaning of arts in 450 BC

Ethical Issue (legal, moral implications of the arts)

#### Content Knowledge:

Develop and use art vocabulary to discuss art forms. Develop and present basic analysis of visual arts (connected to literature), from structural, historical and cultural perspective. Gather knowledge of the concept of “truth” and beauty, common symbols, and recognize the presence of art in society.

#### Explain the objective(s) of this lesson:

Students will research and present art forms from the period (450 BC). They will reflect on elements they decide are important and apply them to the pieces.  
Students will use art vocabulary for informed judgment.

<b>Describe the activity that will help students fulfill the lesson objective(s):</b>
As a class we will discuss and create a rubric using art vocabulary to discuss the art forms of the time period we are reading about in “Antigone” (450 BC). Students will research in groups various art forms and present to the class. The class will then critique it and the group will share their critique of the art, and will compare/contrast with the rest of the class.

<b>Suggested Materials</b>
Access to library, art books, songs, music, dances, videos, sculptures, painting, etc. from the time period.
Student/teacher preparation required Students need prior knowledge to the play “Antigone”. A list of art vocabulary.
Length of lesson Two class sessions (not including research time)
Assessment used to measure objective(s) Rubric based on criteria determined in class.
Ideas for coordinating with other subject areas Art classes could help by sharing their understanding of vocabulary used in critiquing art. English class could go to art class and listen to them critique a piece. How do they decide what is good or not?

Name	Krista Oberlindacher Lloyd
School	Bishop Kelly High School
Course	English 10
Lesson	Plot of “Antigone” in song form

**Sample Humanities Lesson Plan**  
**Visual and Performing Arts**

**STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.**

**Target Area:**

Communicate through creative expression  
Create a lyric model and song based on the plot of “Antigone”

**Content Knowledge:**

Students will create a lyric model and write a song based on the plot of “Antigone” after studying other songs’ structure.

Meter, rhythm, patterns, symbolism, beat, melody, pitch.

**Target Area:**

Interpret/perform work  
Each student takes an active role in performing (sing, play an instrument, act)  
Create work of art  
Write a song  
Demonstrate behavior  
Perform in class

<b>Explain the objective(s) of this lesson:</b>
<p>Students will be able to write a lyric model.</p> <p>Students will be able to compress the plot of Antigone into 3-4 4-line stanzas, with a chorus and with or without a bridge.</p> <p>They will develop and use music vocabulary and demonstrate understanding of beat, rhythm and melody, and many others.</p> <p>Students will create melodies and the music can be performed. The literature used (Antigone) will provide the material for the song content.</p>

<b>Describe the activity that will help students fulfill the lesson objective(s):</b>
<p>In small groups they'll discuss the plot, and decide on beginning, middle and end. There will be three groups and each will do an Act of the play, performed in sequence. Each group will create their lyric model and write a song. The chorus will represent the moral or main idea of that Act. They will then create a melody and perform it in class and receive assessment.</p>

<p><b>Suggested Materials</b></p> <p>Students need a semi private area for discussing plot, hammering out lines and practicing melodies. Having a small recorder is very helpful, and a piano or guitar, and any other percussive instruments.</p>
<p><b>Student/teacher preparation required</b></p> <p>Students and teacher need a good understanding of the play "Antigone". Contact music teacher to help with accompaniment.</p>
<p><b>Length of lesson</b></p> <p>Several class sessions</p>
<p><b>Assessment used to measure objective(s)</b></p> <p>Rubric criteria met (that class decides on)</p>
<p><b>Ideas for coordinating with other subject areas</b></p> <p>Music!</p>

